

§ 315.1

315.34 What other factors are considered by the Secretary in making a grant?
315.35—315.39 [Reserved]

Subpart E—What Conditions Must Be Met by a Grantee Under This Program?

315.40 What coordination requirement(s) must be met by a grantee?
315.41 What other conditions must be met by grantees under this program?
315.42—305.49 [Reserved]

AUTHORITY: 20 U.S.C. 1424, unless otherwise noted.

SOURCE: 49 FR 28021, July 9, 1984, unless otherwise noted.

Subpart A—General

§315.1 What is the Program for Children with Severe Disabilities?

This program supports research, development or demonstration, training, and dissemination activities that, consistent with the purpose of part C of the Individuals with Disabilities Education Act, meet the unique educational needs of infants, toddlers, children, and youth with severe disabilities.

(Authority: 20 U.S.C. 1424)

[56 FR 54692, Oct. 22, 1991]

§315.2 Who is eligible to apply for a grant under this program?

Any public or private, profit or non-profit, organization or institution may apply for a grant under this program.

(Authority: 20 U.S.C. 1424)

§315.3 What regulations apply to this program?

The following regulations apply to this program:

(a) The regulations in this part 315.

(b) The Education Department General Administrative Regulations (EDGAR) established in title 34 of the Code of Federal Regulations in—

(1) Part 74 (Administration of Grants to Institutions of Higher Education, Hospitals and Nonprofit Organizations);

(2) Part 75 (Direct Grant Programs);

(3) Part 77 (Definitions that Apply to Department Regulations);

(4) Part 79 (Intergovernmental Review of Department of Education Programs and Activities);

(5) Part 80 (Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments);

(6) Part 81 (General Education Provisions Act—Enforcement);

(7) Part 82 (New Restrictions on Lobbying);

(8) Part 85 (Governmentwide Debarment and Suspension (Nonprocurement) and Governmentwide Requirements for Drug-Free Workplace (Grants)); and

(9) Part 86 (Drug-Free Schools and Campuses).

(Authority: 20 U.S.C. 1424; 20 U.S.C. 3474(a))

[49 FR 28021, July 9, 1984, as amended at 55 FR 21714, May 25, 1990; 56 FR 54692, Oct. 22, 1991]

§315.4 What definitions apply to this program?

(a) *Definitions in EDGAR.* The following terms used in this part are defined in 34 CFR 77.1:

Applicant
Application
Award
EDGAR
Fiscal year
Grant
Grantee
Nonprofit
Preschool
Private
Project
Public
Recipient
Secretary
State

(Authority: 20 U.S.C. 1424; 20 U.S.C. 3474(a))

(b) *Definition in 34 CFR part 300.* The term *parent* as used in this part is defined in 34 CFR 300.10.

(c) *Children with disabilities.* (1) The term *children with disabilities* as used in this part means those children—

(i) With mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and

(ii) Who, for that reason, need special education and related services.

(2) The term includes infants and toddlers, birth through age two, who need

early intervention services because they—

(i) Are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: Cognitive development, physical development including vision and hearing, language and speech development, psychosocial development, or self-help skills; or

(ii) Have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.

(3) The term includes, at a State's discretion, individuals from birth through age two who are at risk of having substantial developmental delays if early intervention services are not provided.

(4) For children aged three to five, inclusive, the term may, at a State's discretion, include children—

(i) Who are experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(ii) Who, for that reason, need special education and related services.

(d) *Children with severe disabilities.* (1) As used in this part, the term *children with severe disabilities* refers to children with disabilities who, because of the intensity of their physical, mental, or emotional problems, need highly specialized education, social, psychological, and medical services in order to maximize their full potential for useful and meaningful participation in society and for self-fulfillment.

(2) The term includes those children with disabilities with severe emotional disturbance (including schizophrenia), autism, severe and profound mental retardation, and those who have two or more serious disabilities such as deaf-blindness, mental retardation and blindness, and cerebral-palsy and deafness.

(3) Children with severe disabilities—

(i) May experience severe speech, language, and/or perceptual-cognitive dep-

rivations, and evidence abnormal behaviors such as—

(A) Failure to respond to pronounced social stimuli;

(B) Self-mutilation;

(C) Self-stimulation;

(D) Manifestation of intense and prolonged temper tantrums; and

(E) The absence of rudimentary forms of verbal control; and

(ii) May also have extremely fragile physiological conditions.

(Authority: 20 U.S.C. 1424)

[49 FR 28021, July 9, 1984, as amended at 56 FR 54692, Oct. 22, 1991; 57 FR 28966, June 29, 1992]

§§ 315.5—315.9 [Reserved]

Subpart B—What Kinds of Projects Does the Secretary Assist Under This Program?

§ 315.10 What types of activities are considered for support by the Secretary under this part?

The Secretary may provide financial assistance under this part to support the following activities:

(a) Research to identify and meet the full range of special education, related services and early intervention needs (including transportation to and from school) of children with severe disabilities, described in § 315.11.

(b) The development or demonstration of new, or improvements in existing, methods, approaches, or techniques which would contribute to the adjustment and education of children with severe disabilities, as described in § 315.12.

(c) Training of special and regular education, related services, and early intervention personnel engaged or preparing to engage in programs specifically designed for children with severe disabilities, including training of regular teachers, instructors, and administrators in strategies for serving children with disabilities that include integrated settings for educating children with severe disabilities along with their nondisabled peers, as described in § 315.13.

(d) Dissemination of materials and information about practices found effective in working with children with